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ABSTRACT

This 104-item annotated bibliography covers research in the teaching of English published between 1 January 1976 and 30 June 1976. Subject headings are bilingual and bidialectal studies; language and verbal learning; literature, humanities, and media; teacher education; testing and evaluation; and written and oral communication. In addition, each of the subject categories is divided into five subcategories: preschool and elementary, secondary, college and adult, status surveys, and reviews of research. (JM)

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Annotated Bibliography of Research in the Teaching of English

January 1, 1976 to June 30, 1976

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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1. Bilingual and Bidialectal Studies

1.1 Preschool and Elementary

1.1.1 Gay, J., and Tweney, R. D. Development of Linguistic Comprehension and Production in Lower-Class Black Children. Paper presented at the annual meeting of the American Psychological Association, 1975. ED 116 236.

Findings suggest that, at least in a school setting, older black children have the ability to respond orally to a language task in standard English if they perceive the situation to be one in which they should do so.

1.1.2 Hoover, M. E. R. Appropriate Use of Black English by Black Children as Rated by Parents. Technical Report No. 46. Stanford, California: Stanford University, Center for Research and Development in Teaching, 1975, ED 112 414.

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Findings showed that parents have rules for the use of several varieties of Black English and that they accept Africanized English in listening and speaking, but not in reading and writing, not in schools, and seldom in formal settings.

1.1.3 King, V. D. An Investigation of Association of Language with the Race of the Speaker and Preference for Vernacular Black English and Standard English among Black Inner-City First Grade Students. Dissertation Abstracts International, 1976, 36, 5775A.

Concluded that black inner-city first grade students show a significant ability to associate language with the race of the speaker and that they show a preference for SE.

1.3 College and Adult

See: Heard, G. C., and Stokes, L. D., 6.3.12.

1.4 Status Surveys

1.4.1 Tovera, D. G. A History of English Teaching in the Philippines: From Uniligualism to Bilingualism. Dissertation Abstracts International, 1976, 36, 4191A.

1.5 Reviews of Research

See: Dieterich, D. J., 4.5.1.

2. Language and Verbal Learning

2.1 Preschool and Elementary

2.1.1 Francis, H. Language in Childhood: Form and Function in Language Learning. New York: St. Martin's Press, 1975.

Describes a study of the author's son at almost three years of age and a study of the language skills of young school children conducted in order to analyze the development of their speech, to consider how literacy affects their knowledge

of language, and to explore their linguistic competence.

2.1.2 Gunderson, D. V. Sex Differences in Language and Reading. Language Arts, March 1976, 53, 300-306

Reviews research on sex differences in reading and language, concluding that research has provided little insight into the cause for, the dimensions of, and the overall importance of these differences.

2.1.3 Ihnat, M. A. The Effect of Listening Drills Utilizing Compressed Speech and Standard Speech upon Listening Comprehension of Second-Grade Children. M. Ed. Thesis, Rutgers The State University of New Jersey, 1975, ED 116 184.

No evidence was observed which would indicate that a gain in listening skills will result when a faster rate of presentation is used as compared to a normal speaking rate of presentation.

2.1.4 Ney, J. W. Linguistics, Language Teaching, and Composition in the Grades. Atlantic Highlands, New Jersey: Humanities Press, Inc., 1975.

Sections deal with experiments involving oral exercises for second, fourth, and seventh graders.

2.1.5 O'Donnell, R. C. A Critique of Some Indices of Syntactic Maturity. Research in the Teaching of English, Spring, 1976, 10, 31-38.

Critiques indices of syntactic maturity and sets forth a synthesis that should provide guidelines for future research in the language development of children.

2.1.6 Pinnell, G. S. Language Functions Exploration of First Grade Students As Observed in Informal Classroom Environments. Dissertation Abstracts International, 1976, 36, 5022A.

Investigated the functions for which children use language and elements of the context, emphasizing activities in which children engage and the expectations held by teachers and children.

2.1.7 Read, C. Children's Categorization of Speech Sounds in English. NCTE Committee on Research Report No. 17. Urbana, Illinois: CAL/ERIC, ERIC/RCS, and NCTE, 1975. ED 112 426.

Investigated the phonetic bases of nonstandard spellings invented by preschoolers and primary grade children, identified characteristics that influence their categorization of speech sounds, and identified the significance of children's phonetic judgments for phonetic classification and the teaching of literacy.

2.1.8 Shore, J. L. "I've Loaded Your Class . . ." Language Arts, April 1976, 53, 397-400.

An informal study of the effectiveness of the "Mirghosel Plan" for individualizing instruction in the language arts. Attitude inventories indicated that students were in favor of the plan.

2.1.9 Wilson, J. A. Developmental and Social Interaction in Categories of Word-Definition. British Journal of Educational Psychology, November 1975, 45, 268-278.

Showed that children of non-manual fathers differ progressively with age from children of manual fathers for those forms of definition, such as synonyms and explanations, that show the strongest pattern of development with age.

2.1.10 Winner, E. Can Pre-adolescents Produce Matamorphic Figures: A Training Study. 1975, ED 112 407.

Clearly documented the fact that fifth graders in this population could produce and appreciate figurative language.

See also: Hansson, G., 2.2.2; Porter, J., 2.5.1; Porter, J., 6.1.10; and Sheldon, W. P., et al., 4.5.2.

2.2 Secondary

2.2.1 Elley, W. B., et al. The Role of Grammar in a Secondary School English Curriculum. Research in the Teaching of English, Spring 1976, 10, 5-21.

A study of the direct effects of traditional and transformational English grammar on children's writing skills which found that the effects are negligible.

2.2.2 Hansson, G. Further Implications of the IEA Studies in the Mother Tongue: The Swedish Case. Research in the Teaching of English, Spring 1976, 10, 22-30.

Discusses some results from a special analysis of the Swedish IEA data as it applies to the verbal education of environmentally disadvantaged students and to the effects of home background and school conditions on reading ability and interest.

See also: Hutchinson, J. L., 2.4.1; and Rudnick, N., 2.3.1.

2.3 College and Adult

2.3.1 Rudnick, N. A High School Teacher Surveys College Grammar. College English, January 1976, 37, 518-522.

Describes the results of a questionnaire survey of English departments in forty-seven colleges and universities; outlines the implications for the teaching of English in high school.

2.3.2 Smith, P. T., and Baker, R. G. The Influence of English Spelling Patterns on Pronunciation. Journal of Verbal Learning and Verbal Behavior, June 1976, 15, 267-285.
Reports on two investigations into the process of converting written English into speech.

2.4 Status Surveys

2.4.1 Hutchinson, J. L. The Status of English Language Instruction in Wisconsin Public Secondary Schools: With Special Reference to the Teaching of Linguistics. Dissertation Abstracts International, 1976, 36, 7257A.
A survey of selected public senior high school and junior high school teachers of English and of English methods instructors in Wisconsin colleges and universities.

See also: Thigpen, C. A., 4.4.1.

2.5 Reviews of Research

2.5.1 Porter, J. Research Report: Lundsteen, S. W. Research Review and Suggested Directions: Teaching Listening Skills to Children in the Elementary School, 1966-1971. Language Arts, March 1976, 53, 348-351.

See also: Dieterich, D. J., 4.5.1; O'Donnell, R. C., 2.1.5; and Sheldon, W. D., et al., 4.5.2.

3. Literature, Humanities, and Media

3.1. Preschool and Elementary

3.1.1 Applebee, A. N. The Spectator Role: Theoretical and Developmental Studies of Ideas about and Responses to Literature, with Special Reference to Four Age Levels. Ph.D. Thesis, University of London, 1973, ED 114 840.

Explores theoretical aspects of the spectator role in James Britton's model of language use within a perspective based primarily on the work of George Kelly, Susanne Langer, Jean Piaget, Michael Polanyi, and Denys Harding.

3.1.2 Cox, C. A. S. Film Preference Patterns of Fourth and Fifth Grade Children. Dissertation Abstracts International, 1976, 36, 5017A.

Sought to identify and describe the interest patterns of 218 fourth and fifth grade children in two schools in Baton Rouge, Louisiana as they pertained to the content and form/technique of the short film.

3.1.3 Daluohy, A. Watch and Talk. Language Arts, February 1976, 53, 132-134.

Examined how interaction between teachers and students could be increased through a television technique, the model televised discussion, with fourth and sixth graders.

3.1.4 Fraad, H. Sex-Role Stereotyping and Male-Female Character Distribution in Popular, Prestigious, and Sex-Role Defining Children's Literature from 1959 to 1972. Dissertation Abstracts International, 1976, 36, 5295A.

Focused on a comparison of the extent and kind of sex-role stereotyping and distribution of male and female characters in each of five categories of children's picture books and on a comparison of that stereotyping and character distribution between 1959-1965, and 1966-1972.

3.1.5 Hamilton, H. TV Tie-Ins As a Bridge to Books. Language Arts. February 1976, 53, 129-130.

Describes a questionnaire survey of 253 seventh grade students which revealed that students chose to read two books with a TV tie-in for every book having no TV tie-in.

3.1.6 Porter, J. Research Report: Karre, I. The Responses of Middle School Students to Affective and Cognitive Approaches to Teaching Literature: An Experimental Study. Language Arts, March 1976, 53, 341-344.

Found the experiential-reflective approach to be significantly more effective in stimulating both cognitive and affective responses by middle school students than a structural-analysis approach.

3.1.7 Stoodt, B. D., and Ignizio, S. The American Indian in Children's Literature. Language Arts, January 1976, 53, 17-21.

Evaluated children's books published from 1930 to the present in terms of twelve criteria regarding their portrayal of American Indians.

3.1.8 Swinger, A. K. The Effects of a Long Term Literature Program on the Participating Grade Six Students and Their Teachers. Dissertation Abstracts International, 1976, 36, 7192A.

Participants were grade six students in eleven classrooms and their teachers. Teachers participated in an inservice program, read to students, permitted students silent reading time, and planned follow-up activities.

3.1.9 Wilson, R. R., Jr. In-Depth Book Discussions of Selected Sixth Graders: Response to Literature. Dissertation Abstracts International, 1976, 36, 7195A.

A study involving eight children who were exposed to five books of different genres followed by a discussion of each book. Concludes that children need to have frequent opportunity to discuss their reading in a meaningful way.

3.2 Secondary

3.2.1 Bard, A. I Wanted to Know More about Student Response to Poetry. The English Record, Fall 1975, 26, 4-16.

A case study of one high school junior's written free responses to ten poems over a period of seven weeks.

3.2.2 Cowgill, G. A. A Study of the Differential Effects of Short Films, Audio-Tapes, and Class Discussions on the Unstructured Written Responses of Senior Students to Poetry. Dissertation Abstracts International, 1976, 36, 7976A.

Among the findings were that students who studied short films related to poems, listened to audio-tapes of poems, or discussed poems, wrote significantly more statements about the poems than students who did not.

3.2.3 Goodenow, C. One Girl Reading: A Case Study in Response to Literature. The English Record, Fall 1975, 26, 17-27.

A case study of a high school sophomore's responses to seven short stories selected because each contained at lease one significant character who represented a woman in a stereotypical woman's role.

3.2.4 Leigh, L. M. A Study of the Readability Levels of the Prose Selections in the Most Frequently Adopted Alabama High School Literature Textbooks. Dissertation Abstracts International, 1976, 36, 7977A.

Concluded that the textbooks examined leave much to be desired for use in the traditional classroom situation where the same selection is assigned to the whole class.

3.2.5 Lucking, R. A. A Study of the Effects of a Hierarchically-Ordered Questioning Technique on Adolescents' Responses to Short Stories. Dissertation Abstracts International, 1976, 36, 5185A.

One of the conclusions reached was that students presented with a hierarchically ordered questioning technique made a significantly broader, more interpretive range of responses to short stories than students receiving no instruction of any kind.

3.2.6 Maberry, D. R. A Comparison of Three Techniques of Teaching Literature: Silent Reading, Solo Performance, and Readers Theatre. Dissertation Abstracts International, 1976, 36, 7898A.

Findings significantly favored oral presentation of literature over silent reading in this study involving 371 high school students as subjects.

3.2.7 Nagengast, S. Censorship and the Community: A Survey of Parental Attitudes toward Controversial Issues in High School English Programs. Master's Thesis, University of Minnesota, 1975, ED 112 437.

A survey of 225 parents of high school sophomores in a Minnesota community in the fall of 1974 to determine parental attitudes about potentially controversial issues in high school English materials.

3.2.8 Penna, R. F. The Relative Effectiveness of the Classroom Discussion Approach and the Tutorial Approach to Literature for the Development of Adolescent Ego Identity. Dissertation Abstracts International, 1976, 36, 5000A.

Concluded that the classroom discussion approach was more effective than the tutorial approach for the components of self-identity and self-acceptance.

3.2.9 Rackish, F. A. The Canon of English School Fiction: A Survey of Novels Currently Recommended to Students in the Secondary Schools of Pennsylvania, 1975. Dissertation Abstracts International, 1976, 36, 4235A.

Involved a questionnaire survey of 106 teachers in 43 high schools in 15 Pennsylvania counties to determine whether they taught the same novels taught in English classes in one specific Pennsylvania high school.

3.2.10 Ross, H. C. A Comparative Study of the Responses Made by Grade 11 Vancouver Students to Canadian and New Zealand Poems. Dissertation Abstracts International, 1976, 36, 7750A.

Found that Vancouver students showed little discriminatory recognition of Canadian poems, and that they manifested little difference in their responses to Canadian and non-Canadian poems, but that they favored Canadian poems in a variety of response dimensions when they were made aware of the poems' Canadian origins.

3.2.11 Stokes, R. R. The Study of Literature in American Academies and High Schools, 1820-1880. Dissertation Abstracts International, 1976, 36, 6105A.

See also: McCurdy, S. B. H., 6.2.8.

3.3 College and Adult

3.3.1 Culp, M. B. W. A Study of the Influence of Literature on the Attitudes, Values and Behavior of Adolescents. Dissertation Abstracts International, 1976, 36, 7915A.

Involved a questionnaire survey of 158 freshman English students at an urban university and a case study of five students involved in the first survey.

3.3.2 Yeakle, M. A. The Effect of a Non-Simulation Game on College Students' Ability to Identify Selected Persuasion Techniques Employed in the Advertising of Health Products: A Pilot Study. Dissertation Abstracts International, 1976, 36, 7226A.

Concluded that the Propaganda Game was not as effective in influencing the learning of the selected persuasion techniques as was the inquiry method.

See also: Dieterich, D. J., 6.3.8.

3.4 Status Surveys

See also: Mellon, J. C., 6.4.2; Sistrunk, A., 4.2.5; and Thigpen, C. A., 4.4.1.

3.5 Reviews of Research

See also: Dieterich, D. J., 4.5.1.

4. Teacher Education

4.1 Preschool and Elementary

4.1.1 Moore, H. T., Jr. A Comparison of the Effect of Individualized Study and Conventional Classroom Presentation on Retention in a Language Arts Methods Class. Dissertation Abstracts International, 1976, 36, 6634A.

Concluded that individualized study did significantly effect greater immediate and prolonged retention than conventional classroom study over both education and English content.

See also: Porter, E. J., 5.1.1.

4.2 Secondary

4.2.1 Bauer, M. E. H. A Study of Needs and Presentation Preferences for Possible Inservice Education Programs As Expressed by Secondary English Teachers and As Perceived by Secondary Administrators in Texas. Dissertation Abstracts International, 1976, 36, 7997A.

Involved a survey of 222 secondary teachers of English and 73 administrators in 26 public school systems in Texas.

4.2.2 Cash, M. V. Selected Factors for Individualizing the Instruction of English in Secondary Schools in the State of Alabama. Dissertation Abstracts International, 1976, 36, 5763A.

Employed a questionnaire survey to investigate the extent of individualization of instruction present in the instruction of English in selected secondary schools in the state of Alabama.

4.2.3 DiStefano, P. The Elective Curriculum: A Breakthrough for Urban Students? English Education, Winter 1976, 7, 99-103.

A 54-item instrument administered to 652 students revealed that the elective system is preferred by students over the traditional.

4.2.4 Gillis, C. A Methodology for Examining the Relative Emphases or Four Components of English in Secondary English Elective Programs. Dissertation Abstracts International, 1976, 36, 5765A.

Attempted to develop economical procedures that any English department could use to examine the emphases on each area of English and, by using the procedures in two schools, attempted to determine if the criticism of elective programs was warranted.

4.2.5 Sistrunk, A. The Development and Evaluation of a Black Literature Workshop Designed to Sensitize Teachers to the "Black American Experience." Dissertation Abstracts International, 1976, 36, 7360A.

See also: Blake, R. W., 6.2.2.

4.3 College and Adult

4.3.1 Povey, R. M. A Comparison of Three Methods of Evaluating Teaching Performance in a College of Education. British Journal of Educational Psychology, November 1975, 45, 279-285.

Concludes that the analytic method, involving reference to uniform criteria in the context of a graphic-style rating scale, is a clear improvement over the other two methods.

4.4 Status Surveys

4.4.1 Thigpen, C. A. English Programs in Church-Related, Senior, Liberal Arts Colleges in Tennessee. Dissertation Abstracts International, 1976, 36, 7401A.

Surveyed and described the organizational administration, faculty, and curriculum in the field of English in each of the 22 church-related, senior, liberal arts colleges in Tennessee.

4.5 Reviews of Research

4.5.1 Dieterich, D. J. Annotated Bibliography of Research in the Teaching of English, July 1, 1975 to December 31, 1975. Research in the Teaching of English, Spring 1976, 10, 83-98, ED 116 216.

4.5.2 Sheldon, W. D., et al. A Summary of Research Studies Relating to Language Arts in Elementary Education: 1974. Language Arts. January 1976, 53, 85-110.

Comments on 129 studies, most of which deal with reading instruction, which were reported in 45 journals from January 1974 to

December 1974.

5. Testing and Evaluation

5.1 Preschool and Elementary

5.1.1 Porter, E. J. Development and Initial Validation of The Assessment of Teacher Knowledge of Language Arts. Dissertation Abstracts International, 1976, 36, 8003A.

The Kuder-Richardson (20) Alpha Coefficient for the combined sample of 348 subjects was 0.6596. This was significant at the .01 level for all categories and represents the initial validation.

See also: O'Donnell, R. C., 2.1.5; and Porter, J., 6.1.10.

5.2 Secondary

See: Gillis, C., 4.2.4.

5.3 College and Adult

5.3.1 White, E. M. Comparison and Contrast: The 1973 California State University and Colleges Freshman English Equivalency Examination. English Council of the California State University and Colleges, 1973, ED 114 825.

Out of 4,071, 1,362 students taking the test were identified as deserving college credit for freshman English, and the essay component has been shown to be a valuable part of freshman English equivalency testing.

5.3.2 White, E. M. Comparison and Contrast: The 1974 California State University and Colleges Freshman English Equivalency Examination. English Council of the California State University and Colleges, 1974, ED 114 826.

Out of 3,639, 1,036 students taking the test were identified as deserving college credit for freshman English, and the English Equivalency Examination was judged to be accomplishing its goal.

See also: Povey, R. M., 4.3.1.

5.5 Reviews of Research

See: Dieterich, D. J., 4.5.1.

6. Written and Oral Communication

6.1 Preschool and Elementary

6.1.1 Brooks, L. Y. The Effect of a Study of Generative Rhetoric on the Syntactic Fluency of Seventh Graders. Dissertation Abstracts International, 1976, 36, 7148A.
Found that the study of generative rhetoric did not increase mean T-unit length but did increase meaningfully the number of sentence modifiers in student writing.

6.1.2 Downing, J., et al. Cultural Differences in Children's Concepts of Reading and Writing. British Journal of Educational Psychology, November 1975, 45, 312-316.
Hypothesized that cultural differences in home background are an important influence in the development of children's understanding of the purpose of writing and their concepts of the language units employed in the written code.

6.1.3 Dyer, D. When Kids Are Free to Write. English Journal, May 1976, 65, 34-41.
Provides data on the writing preferences of seventh grade boys and girls.

6.1.4 Ehik, E. M. An Experimental Study of the Effect of a Concept Approach on Manuscript Handwriting in Kindergarten and First Grade. Dissertation Abstracts International, 1976, 36, 7831A.
Compared three approaches to manuscript handwriting in kindergarten and first grade: concept treatment, teacher-mediated treatment, and Zaner-Bloser treatment.

6.1.5 Everttts, E. L. Variations of Syntax and Vocabulary in Children's Writing. Paper presented at the annual meeting of the National Conference on the Language Arts in the Elementary School, 1975, ED 111 003.

Includes an examination of a number of papers written by elementary school pupils and a review of research on the effects of the study of grammar on writing skills and the affects of the use of sentence-combining on writing skills.

6.1.6 Hall, M. Writing Before Grade One--A Study of Early Writers. Language Arts, May 1976, 53, 582-585.

Studied factors in the home background of children who were early writers and ascertained the sequency of learning to write in relation to learning to read.

6.1.7 Haworth, L. H. Using Poetry to Stimulate the Writing of Descriptive Prose at the Grade Five Level. Dissertation Abstracts International, 1976, 36, 6377A.

Concluded that fifth grade children exposed to the composing of poetry by writing their poems or composing poetry orally and taping it over a five week period use significantly more figurative comparisons in the writing of descriptive prose than children who compose poetry orally and tape it over a five day period or who are not provided with instruction.

6.1.8 Keeney, M. L. An Investigation of What Intermediate-Grade Children Say about the Writing of Stories. Dissertation Abstracts International, 1976, 36, 5802A.

Attempted to discover the views of intermediate-grade children on choice of topic, time for writing, the act of writing, and difficulties encountered in writing.

6.1.9 Morgan, B. A Case Study of a Seventh Grade Writer. The English Record, Fall 1975, 26, 28-39.

A study modeled on Janet Emig's The Composing Process of Twelfth Graders, but involving thirteen pieces of writing rather than three.

6.1.10 Porter, J. Research Report: Fisher, C. J. Children's Literature and Oral Discussion in Developing Oral Language of Kindergarten, First, and Second Grade Children. Language Arts, March 1976, 53, 344-345.

The major finding was the development of a test of syntactic acquisition which will reveal significant differences between grade levels.

6.1.11 Rubin, R. et al. Grammatical Sophistication in Written Compositions of Nine Year Old Children. Interim Report No. 18. Minneapolis: University of Minnesota, Department of Psychoeducational Studies, 1975, ED 112 400.

Provides normative data on the occurrence of different complexity levels of major grammatical parameters in written compositions of nine-year-old children.

6.1.12 Seaman, A. Exploring Early Stages of Writing Development: A Fourth Grader Writes. The English Record, Fall 1975, 26, 40-46.

A case study of one fourth grader's writing processes which concludes that the student exhibited school-conditioned responses such as more concern for form than content and more concern, for length than for effective expression.

6.1.13 Wolter, D. R. Effect of Feedback on Performance on a Creative Writing Task. Dissertation Abstracts International, 1976, 36, 6573A.

A study of 35 sixth grade students. All experimental conditions produced significant changes compared with the control, no feedback. There was some evidence that self-evaluation yielded greater gains than teacher evaluation.

See also: National Assessment of Educational Progress, 6.4.3; and Ney, J. W., 2.1.4.

6.2 Secondary

6.2.1 Andreach, J. R. The Use of Models to Improve Organizational Techniques in Writing. Dissertation Abstracts International, 1976, 36, 4980A.

Hypothesized that a method of writing instruction that employs expository organizational models to be imitated by students is more effective in improving expository writing organization than conventional classroom instruction. Results indicated a significant improvement for students in the experimental group and a significant decline for students in the control group.

6.2.2 Blake, R. W. Assessing English and Language Arts Teachers' Attitudes toward Writers and Writing. Paper presented at the annual conference of the New York State English Council, 1975, ED 113 718.

An attitude scale dealing with writers and writing was administered before and after a summer course on teaching written composition to 23 graduate students who were experienced teachers. On the average they changed their attitudes toward writing and writers.

6.2.3 Bouton, K., and Tutty, G. The Effect of Peer-Evaluated Student Compositions on Writing Improvement. The English Record, Fall 1975, 26, 64-69.

Describes a study involving two sophomore English classes. One class had its papers evaluated by a teacher who used the usual marginal comments and letter-grading system; the other class employed peer grading. The experimental group improved slightly more than the control group.

6.2.4 Elley, W. B., et al. The Role of Grammar in a Secondary School English Curriculum. New Zealand Journal of Educational Studies, May 1975, 10, 26-42, ED 112 410.

A longitudinal study of the direct effects of traditional and transformational English grammar on children's writing skills; concluded that the effects of such grammar study are negligible in terms of improving writing skills.

6.2.5 Hausner, R. M. Interaction of Selected Student Personality Factors and Teachers' Comments in a Sequentially-Developed Composition Curriculum. Dissertation Abstracts International, 1976, 36, 5768A.

Subjects were 163 students in eight eleventh grade English classes in New York City. Concluded that structured teachers' comments negatively affect improvement in composition for pupils who are sensitive to criticism.

6.2.6 Marsh, H. U. A Task-Oriented Learning Group Approach to Teaching Descriptive-Narrative-Expository Writing to Eleventh-Grade Students. Dissertation Abstracts International, 1976, 36, 7259A.

Attempted to determine whether a task-oriented learning group approach to writing or a traditional, one-teacher, whole-class approach would be more effective in teaching basic writing skills and producing a positive attitude change toward writing in students.

6.2.7 Mayo, N. B. The Effects of Discussion and Assignment Questions on the Quality of Descriptive Writing of Tenth Grade Students. Dissertation Abstracts International, 1976, 36, 7839A.

Concludes that brief prewriting discussion does not affect writing quality, that divergent assignment questions lead to higher writing quality than convergent questions, and that teachers should be trained in conducting small group discussion if it is to be effective.

6.2.8 McCurdy, S. B. H. A Study of Relationships between Goals for the Teaching of Literature and Teachers' Attitudes towards the Major Categories of Written Student Responses to Literature. Dissertation Abstracts International, 1976, 36, 4995A.

Data indicated that teachers in general consistently ranked interpretation as the most preferred response, and evaluation as the least preferred.

6.2.9 Watson, K. Improving Written Characterizations: An Exploration Study with a High School Sophomore. The English Record, Fall 1975, 26, 47-53.

Describes an unsuccessful attempt to use three different techniques to improve one student's characterization ability.

See also: Cowgill, G. A., 3.2.2; Larson, R. L., 6.5.1; and National Assessment of Educational Progress, 6.4.3.

6.3 College and Adult

6.3.1 Ackerman, P. G., Jr. The Effect of Size of Writing Paper on College Freshman Composition Course Writing. Dissertation Abstracts International, 1976, 36, 5266A.

Results indicated that the different sizes of paper (6 1/2 x 8 inches, 8 1/2 x 11 inches, and 11 x 14 inches) made no significant difference.

6.3.2 Anderson, S. M. Affective Education: Its implications for Teaching a Communication Arts Course in the College English Program. Dissertation Abstracts International, 1976, 36, 5850A.

Reviewed, analyzed, and summarized the scientific research and professional literature pertaining to affective education in order to determine its implications for a communication arts course in the English program.

6.3.3 Baker, W. H. A Study to Determine the Effectiveness of Letter Evaluation As a Learning Device in Business Correspondence Courses. Dissertation Abstracts International, 1976, 36, 6431A.

Concludes that the letter-evaluation method is as effective as the traditional letter-writing method, given conditions similar to those existing in the study.

6.3.4 Budz, J., and Grabar, T. Tutorial versus Classroom in Freshman English. College English, March 1976, 37, 654-656.

A comparison of tutorial and classroom methods of teaching composition which revealed that those taught in the classroom improved more than did those taught in tutorial sections.

6.3.5 Collins, G. A. A Comparative Study of the Effects of Different Methods of Teaching Writing Skills to Students in a Community College. Dissertation Abstracts International, 1976, 36, 7230A.

Attempted to measure the effectiveness of two methods of instruction on student achievement in the mechanics of composition and spelling, and to measure changes in self-esteem, attitudes toward the method used, and the relationship between reading ability and achievement.

6.3.6 Davis, R. M. Technical Writing: Its Importance in the Engineering Profession and Its Place in Engineering Curricula--A Survey of the Experience and Opinions of Prominent Engineers. Technical Report No. 75-5. Ohio: Air Force Institute of Technology, 1975, ED 116 224.

Respondents spend 24% of their time writing; the writing is very important to their positions; and the ability to write effectively has helped them in their own advancement.

6.3.7 Davis, W. J. The Mastery Learning and Conventional Modes of Instructing College-Level Composition: A Comparative Study Based upon Selected Student Characteristics. Dissertation Abstracts International, 1976, 36, 6502A.

Concluded that there was no significant difference between the mastery learning and conventional modes of instruction, on the basis of the mean gain score comparison and that different kinds of students achieved different levels of success between the two modes when success was defined in terms of a gain score on the McGraw-Hill Writing Test.

6.3.8 Dieterich, D. J. The Training of College Students in Illinois As Critical Receivers of Public Persuasion. Dissertation Abstracts International, 1976, 37, 41A, ED 116 210.

Although 83% of the responding teachers said they attempt to prepare students as both senders and receivers of persuasion, 43% of these emphasize the role of sender, and only 15% emphasize the role of receiver.

6.3.9 Dudenhefer, J. P., Jr. An Experimental Study of Two Techniques of Composition Revision in a Developmental English Course for Technical Students. Dissertation Abstracts International, 1976, 36, 7231A.

Attempted to determine whether students would show greater writing improvement and more course satisfaction if they revised compositions before rather than after the instructor graded them.

6.3.10 Goodman, A. D. J. Utilization of Positive Feedback in a Classroom Environment of Acceptance to Promote Enhanced Learner Self-Concept and Improved Written Performance. Dissertation Abstracts International, 1976, 36, 6550A.

The author's language attitude questionnaire and the subjective observations of the four instructors involved indicated that students grew both in self-concept and ability to communicate.

6.3.11 Gurley, J. The Comparative Effects of Using Alternative Modes of Instruction in Developmental Writing on the Achievement of Selected Groups of College Students. Dissertation Abstracts International, 1976, 36, 5766A.

Among the conclusions: that, in general, small group instruction is more effective than either independent study or traditional instruction in improving developmental writing skills and that students in independent study learn less than students in small group or traditional instruction.

6.3.12 Heard, G. C., and Stokes, L. D. The Relationship of Psycho-Cultural Factors to Standard English Use in the Writing of Selected Black College Freshman. Dissertation Abstracts International, 1976, 36, 6444A.

Used a case study approach to investigate written linguistic performance among black college freshmen from lower socio-economic and black nonstandard English speaking backgrounds who are assigned to remedial English skills courses.

6.3.13 Hiatt, M. P. Artful Balance: The Parallel Structures of Style. New York: Teachers College Press, 1975.

Based on an extensive computer-aided examination of representative published American writing, this book examines and compares how various kinds of prose employ the diverse forms of parallelism.

6.3.14 Hogan, R. C. The Rationale, Design, Implementation, and Evaluation of a Composition Program Employing Backward Sequence. Dissertation Abstracts International, 1976, 36, 5770A.

Concludes that a backward sequence is an effective sequence for use in the text developed in this study, and that a programed self-instructional text can be effective for teaching sophisticated composition skills with no teacher correction or grading of papers.

6.3.15 Kline, C. R., Jr. I Know You Think You Know What I Said. College English, March 1976, 37, 661-662.

A three-year study of the responses instructors make to the writing of students shows that potentially different messages are being sent in the course structure and the evaluative priorities in reading students' papers.

6.3.16 Konecki, L. R. C. Adult Spelling Performance in Different Writing Contexts. Dissertation Abstracts International, 1976, 36, 8026A.

Attempted to determine the extent to which the social context in which a written communication occurs influences adult spelling performance, as indicated by number, rate, and type of spelling errors.

6.3.17 McKeown, S. S. A Study of Essential Communication Skills and Communication Activity at Various Job Levels in an Architect/ Engineer Firm. Dissertation Abstracts International, 1976, 36, 5871A.

Concluded that the most essential learning experiences for engineers seeking initial employment in a firm similar to the one surveyed are those that develop the ability to communicate with person-to-person, small group, telephone, and short memoranda methods.

6.3.18 Payne, G. J. M. An Analysis of Business Letters Written by Businessmen in a Selected Geographic Area. Dissertation Abstracts International, 1976, 36, 7824A.

Investigated spelling errors, most frequently used words, preferred letter styles, dictation habits, readability, average length of letters, grammar, punctuation, typewriting proficiency, classification of letters, vocabulary and prevalent letter practices.

6.3.19 Reigstad, T. Writing Introductions: Helping a College Freshman. The English Record, Fall 1975, 26, 54-63.

Describes the author's successful efforts to aid one student in improving her introductions to expository essays.

6.3.20 Vik, G. N. Developmental Composition in College. Dissertation Abstracts International, 1976, 36, 8037A.

A descriptive study of developmental writing programs in two- and four-year colleges, which involved an analysis of nine successful developmental writing programs, five at community or junior colleges and four at four-year schools.

6.3.21 Wagner, E. N. The Impact of Composition Grading on the Attitudes and Writing Performance of Freshman English Students. Dissertation Abstracts International, 1976, 36, 5232A.

Concluded that in the presence of positive comment on compositions, the presence or absence of letter grades does not significantly affect change in attitude or writing performance as measured by this study.

6.3.22 Wright, N. J. The Effects of Role-Playing on the Improvement of Freshman Composition. Dissertation Abstracts International, 1976, 36, 5009A.

Though not significantly better than the direct method of instruction, role-playing was equally effective in teaching writing improvement, and it was significantly better in teaching the application of what was learned.

See also: Larson, R. L., 6.5.1; Marzano, R. J., 6.5.2; McIntyre, F. H., 6.4.1; and White, E. M. 5.3.1.

6.4. Status Surveys

6.4.1 McIntyre, F. H. Reform in Freshman English in Black Virginia Colleges, 1954-1974. Dissertation Abstracts International, 1976, 36, 6450A.

The two aims were: to describe the programs, noting the changes that occurred in them and examining those changes in light of national curriculum changes; and to discover how experts would evaluate the current relevance and adequacy of the current programs for the students they serve.

6.4.2 Mellon, J. C. National Assessment and the Teaching of English; Results of the First National Assessment of Educational Progrsss in Writing, Reading, and Literature--Implications for Teaching and Measurement in the English Language Arts. Urbana, Illinois: National Council of Teachers of English, 1975, ED 112 425.

6.4.3 National Assessment of Educational Progress. Writing Mechanics, 1969-1974: A Capsule Description of Changes in Writing Mechanics. Denver: Education Commission of the States, 1975, ED 113 736.

Data on mechanical correctness obtained from an examination of NAEP papers during the 1974 survey are compared with the data obtained from the 1970 assessment.

See also: Thigpen, C. A. 4.4.1.

6.5 Reviews of Research

6.5.1 Larson, R. L. Selected Bibliography of Research and Writing About the Teaching of Composition, 1975. College Composition and Communication, May 1976, 27, 171-180.

An annotated bibliography of 66 items published in 1975.

6.5.2 Marzano, R. J. The Sentence Combining Myth. English Journal, February 1976, 65, 57-59.

A review of the research on sentence combining which concludes that practice in sentence combining probably does improve overall composition quality but to a limited extent.

See also: Anderson, S. M., 6.3.2; Dieterich, D. J., 4.5.1; and Wagner, E. N., 6.3.21.